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ABSTRACT

In cooperation with the American College Testing (ACT) Program, the Journalism in Education Association conducted a 2-year study to explore the status of high school journalism and, in particular, to determine factual data concerning the values of journalism in secondary education by comparing students with high school journalism/publication experience with those having no such experience. The study was divided into three parts. The first part, which compared college grades, ACT scores, and high school grades between students with and without high school newspaper or yearbook experience, examined 19,249 students enrolled in 10 colleges and universities who had completed at least one year of college. Results indicated that the 4,798 students who had served on their high school newspaper or yearbook scored higher than their counterparts without publications experience. The second part examined 1,204 students who had taken the ACT Assessment tests and the ACT COMP Prospectus Writing test segment, in order to compare the collegiate writing samples of students with and without high school newspaper/yearbook experience. Results revealed that students with publications experience scored significantly higher than those without such experience. Finally, the third part surveyed 558 students with high school publications experience to detect influences of a journalism credit course per se in relationship to all other language arts courses that students took for credit, with results indicating the importance of journalism education as a route to good writing. (MM)

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Illiteracy: America's Critical Deadline

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A Report by the Journalism Education Association Committee

CS 211021

THE TENNESSEAN
1100 BROADWAY
NASHVILLE, TENNESSEE 37202

JOHN SEIGENTHALER
PRESIDENT
EDITOR AND PUBLISHER

January 16, 1987

Dear Colleague:

I have read the conclusions and recommendations of the Commission studying the role of journalism in secondary education and am impressed by the findings.

This letter is to express my appreciation to the Journalism Education Association for its initiative in making the study possible.

At the same time I want to express my strong support as a professional journalist, editor and publisher for the recommendations proposed by the Commission.

Most editors and publishers I know now have come to the conclusion that if we are to be able to continue to attract quality journalists from among top college graduates, we must make more aggressive efforts to put them on a career track at the earliest possible moment. That means, of course, that we must get their attention while they are in high school.

With that in mind, the American Society of Newspaper Editors, through its Education for Journalism Committee, has looked to JEA for direction and assistance in discovering ways to enhance the introductory experience to journalism education at the secondary school level.

Professional journalism will benefit immeasurably if the conclusions and recommendations of the JEA Commission report are followed. And the inevitable happy result will be a stream of better educated and more dedicated college graduates flowing into our profession. That, of course, can only result in the opportunity for our readers to be better informed by better journalists.

It also is clear that the recommendations, if they encourage more high school students to embrace journalism, will benefit education. The research of the American College Testing Program makes that clear. It shows that high school students who served on the staffs of high school newspapers and yearbooks had higher ACT scores and higher GPAs as college freshmen than students who had no experience in high school journalism.

The facts, then, make it clear that both professional journalism and the field of education will be the beneficiaries if the recommendations of the Commission are followed.

My thanks to all of you.

Sincerely,

John Seigenthaler

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A WORLD OF DIFFERENT VOICES
WHERE FREEDOM SPEAKS

High School Journalism Confronts Critical Deadline

A digest of the full report prepared by the Journalism Education Association Commission on the Role of Journalism in Secondary Education. Writer: Rod Vahl. Editors: John Wheeler and Howard Spanogle. Editorial assistant: Christine Zrinsky.

The digest is available for $3.50 ($2.50 for JEA members). The full report is available for $8.50 ($5 for JEA members). Postage and handling are included. Contact: JEA - P.O. Box 99 - Blue Springs, MO 64015 - (816) 229-1666

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"Leading the way in scholastic journalism and media education"

Commission on the Role of Journalism
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Samuel Freedman, Gordon Roff and Michael Simpson did not participate in the Commission's final meetings. John Gardner, *Quad City Times*, Davenport, IA and Richard Martin, *Kenosha News*, Kenosha, WI contributed to the Commission's final discussions.

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Unlike many other projects, journalism produces very visible results and feedback from readers.

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Preface

Crucial to the success of any journalism program is a teacher/adviser with a whole-hearted interest in the program. The journalism students' dedication is nurtured and training is enhanced when that teacher/adviser also has the support of the school's administration. Vital to that relationship is the college/university journalism school that supplies the support system and provides teacher preparation programs.

Any breakdown in the relationship of these components spells failure, a failure to provide opportunities for students to explore the field as a potential career or to learn about the rights and responsibilities of a free press as a media consumer.

When the Commission on Excellence in Education produced the report *A Nation at Risk*, the scene was set for a massive breakdown of communication. In reality, though, the report provided an opportunity for the beginning of a dialogue.

This report furthers that dialogue. The resolution adopted by the Journalism Education Association membership at the November 18, 1983, business meeting requested a study be made not only of the problems but of the strengths of scholastic journalism. "Successful" and "Excellence" dominate the report. The study by the American College Testing (ACT) Program, under the supervision of Jack Dvorak, provides statistical evidence of the value to students of classes in journalism and school publications.

This report does not ignore problems of scholastic journalism. Problems of scholastic journalism were discussed by advisers at the hearings in Little Rock and Seattle. Problems exist in Texas and other states due to state legislation that has affected high school journalism programs.

The problem of censorship is not dealt with in this report. This does not mean that censorship is not a problem for scholastic journalists. However, that issue was considered to be outside the scope of the commission's report.

Another problem not addressed in this report is that of minority student participation in scholastic journalism programs. An independent study is needed on that subject. It is worth noting that JEA is cooperating with the American Society of Newspaper Editors in a scholarship program for minority college freshmen who plan to pursue journalism careers.

Not since the 1974 release of *Captive Voices*, the results of a study by the Robert F. Kennedy Memorial Board of Inquiry into high school journalism, has a national study of high school journalism programs been attempted. *Captive Voices*, though often criticized for both its approach and its findings, resulted in the establishment of two organizations, the Student Press Law Center and Youth Communications.

It is hoped that the 1987 JEA Commission Report also will serve as a catalyst for discussion and result in tangible responses. This report should be used by advisers, administrators, professors and professional journalists. It is a beginning, not an ending, to the dialogue needed.

My heartfelt appreciation is extended to John Wheeler, Commission chair, to all Commission members, to our finan-

It is hoped that the 1987 JEA Commission Report will serve as a catalyst for discussion and result in tangible responses.

cial supporters—the Gannett Foundation, The Dow Jones Newspaper Fund and the American Newspaper Publishers Association Foundation—without whose support this study and report would not have been made.

A special thanks to John Seigenthaler, editor and publisher of *The Nashville Tennessean*, for his support when chairing the Education Committee of the American Society of Newspaper Editors and for publicly speaking out on behalf of the "high schools' Captive Voices." Michael Forrester, editor of *The East Oregonian*, maintained contact and support throughout the study. Members of the Secondary Education Division of Association for Education in Journalism and Mass Communication added their support by working on the Commission and successfully scheduling a miniplenary at the AEJMC 1986 Convention.

There are many others, too many to name, who deserve a word of thanks for their support, for their letters, their phone calls and their invitations to speak at meetings. They kept the dialogue going.

Dorothy McPhillips
JEA President
January 1987

Introduction

Scholastic journalism is no newcomer to American education. Decades before high school students were expected to demonstrate competence in calculating consumer credit payments, there was *The Student Gazette*, the first known student newspaper. Published in Philadelphia in 1777-78, the 60 issues included Revolutionary War news and feature material that was aimed specifically at its youthful readers.

From its humble beginnings, scholastic journalism grew with the development of the American high school. By the 1940s, yearbooks and newspapers were as vital to the total educational environment as football teams, marching bands and biology labs. As the language arts value of journalism became increasingly evident, secondary schools in the 1940s began to add academic courses that encouraged student journalists to produce more sophisticated publications to better serve school-community readers. Educational leaders realized that journalism provided challenging learning experiences that complemented other courses and activities.

And while journalism continues to flourish in some schools, changes in educational emphasis, especially since the release of *A Nation at Risk*, threaten to curtail the availability of academically demanding programs for many students.

Responding to the situation, academic associations, in addition to the Journalism Education Association, have affirmed their commitment to the importance of high school journalism.

In November 1984, the National Council of Teachers of English endorsed the language arts value of journalism in resolving to support the acceptance into English curricula journalism courses that promote the gathering, writing, editing, interpreting and evaluating of news and information.

Five months later the American Society of Newspaper Editors approved a resolution that encouraged educators to recognize such courses as "academic," particularly when they were "taught by a trained journalism teacher."

In August 1985, the Association for Education in Journalism and Mass Communication unanimously voted their support of "the availability of high school journalism courses" that were academically focused and "taught by qualified journalism teachers."

Without a shared commitment to academic-based instruction that stresses language arts and critical thinking skills, secondary journalism cannot fulfill its role in today's scholastically rigorous educational climate. Opportunities for human growth, inherent in strong journalism programs, also will be lost.

I also wish to thank Commission members and contributors, named and unnamed, who have volunteered countless hours to this important project. Their dedication, and especially that of JEA president Dorothy McPhillips, was crucial to the comprehensiveness of the report.

As we mark the Bicentennial of the Constitution with its First Amendment, the Commission hopes the report will spur the revitalization of secondary journalism programs that they will genuinely serve students enrolled in journalism courses, publication staff members and newspaper, yearbook and magazine readers in the same spirit as *The Student Gazette* did two centuries ago.

John W. Wheeler
Commission Chairman
January 1987

Digest: A report from the Commission

American secondary education today faces a major confrontation with political ideologies, social criticisms and reform proposals. In the current encounter, every academic discipline must deal with changes. Unfortunately, changes often are being implemented without sufficient research and without consideration of the intrinsic values of electives.

Journalism and publications in our nation's high schools have not been immune from criticisms of their educational value. During a two-year study the Journalism Education Association (JEA) Commission on the Role of Journalism in Secondary Education documented widespread risks to the high school journalism programs.

In Texas, for example, the state board of education has eliminated journalism as an advanced graduation plan course and relegated journalism to an "elective course" status. In addition, many states have failed to require certification of journalism teachers. Moreover, colleges and universities are considering or have adopted new regulations that eliminate journalism as an English writing course that fulfills admission requirements.

Indicative of another pressure, the Student Press Law Center has received hundreds of complaints of blatant administrative censorship of school newspapers and yearbooks. Commission hearings reveal that many teachers must deal with a lack of support from administrators and school boards for a free press for high school journalists. The hearings also reveal that high school journalism teachers face problems such as a lack of financial support, inadequate journalism laboratories and lower enrollments in journalism courses because of changing graduation requirements.

In addition, the studies show that journalism frequently lacks support from persons within and outside the school. Journalism teachers often discover inadequate or no support from administrators and school boards, from department heads and counselors and from colleagues, including English and social studies teachers, who should be the first to espouse support for both a free press and for stable outlets that encourage self-expression for students. In the community, teachers often discover a lack of support from community leaders, from civic organizations and from professional media as well as from local colleges and state universities.

JEA Commission members, however, realize that journalism often is a highly respected course offering augmented by a sophisticated publications program. We believe that strong programs are based upon learning experiences that emphasize academic-based journalism. Such programs stress language arts skills, research techniques, the writing process, critical thinking, rewriting, editing, proofreading and other skills demanded of competent writers.

The JEA Commission believes that successful journalism programs also focus on the importance of a free press, of responsibility, of accuracy and of fairness in coverage, reporting and commentary. The Commission further recognizes that academic-based programs nurture

Journalism prepared me for a lot of composition courses in college. It taught me how to compose at the typewriter and to correct a lot of mistakes in my head.

Restaurant-gift shop manager

skills and attitudes that students have found valuable in college and in careers.

Finally, the Commission believes that a journalism program vitally links the school and the community by bringing the two together to understand common concerns and problems of the total population of the school, to perceive and implement the educational goals of the school and to provide media for demonstrating student mastery of basic communication skills as well as the development of special talents. Publications often allow students to speak honestly and responsibly to the community. In return, readers may submit their views to the publications.

As journalists, we recognize that the heart and soul of communication lies within a person's ability to convey messages to an audience. As educators, we recognize that the dynamics of an ability to communicate effectively are best attained through the study of a course such as journalism—a course that extends students' communication commitments beyond the classroom.

Journalism emphasizes the responsibilities and consequences of freedom of expression.

Recognizing the complex problems facing today's high school journalism, the Journalism Education Association, in 1983, adopted a resolution establishing a national commission to study the role of journalism in American education. Acknowledging the suggestions of many national reports, such as *A Nation at Risk*, JEA charged the Commission to assess the quality of journalism teaching and learning, to study the relationship between college journalism programs and the training of high school journalism teachers, to identify journalism programs that result in notable student success in college and to define the problem that must be faced and overcome if teachers successfully pursue courses that promote excellence in journalism education.

Upon completion of extensive research and hearings, Commission members agreed that academic-based journalism programs offer the following major benefits:

JOURNALISM emphasizes both the basic skills and the refinement of the writing process.

JOURNALISM develops and uses critical thinking skills so vital in the educational process.

JOURNALISM fosters cross-disciplinary strengths by providing experiences in periodical research, in interviewing and in diverse kinds of writings about an unlimited range of subjects.

JOURNALISM provides writing opportunities for the "real world" through publications distributed to responsive audiences.

JOURNALISM emphasizes the responsibilities and the consequences of freedom of expression.

JOURNALISM offers opportunities for leadership, both as editors on publication staffs and as peer leaders in the school community.

JOURNALISM provides laboratory experiences that motivate and refine communication skills through writing, photography and graphics.

JOURNALISM stimulates career explorations in communications and related areas through realistic and self-initiated experiences.

JOURNALISM encourages students and teachers to pursue enrichment experiences through workshops, seminars and conferences.

To determine the validity of

these benefits, the Commission members operated on the following premises: (1) that the values of journalism could best be demonstrated through scientific research and personal testimony and (2) that journalism could survive only if positive actions were adopted to maintain, to strengthen or to initiate academic-based journalism courses and programs.

To formulate its recommendations, the JEA Commission conducted a two-year study that explored the status of high school journalism. To gain data, the Commission conducted hearings to identify the strengths and weaknesses of high school journalism programs, considered responses from professional journalists, solicited testimony from graduates of journalism programs and reviewed surveys of state accreditation practices.

The most important task was to determine, through the most objective method possible, the effects of high school journalism course study and publication experience for students' communication skills and academic achievement.

To accomplish the task, the JEA Commission worked with the American College Testing Program (ACT) collect evidence concerning how college students with publication experience and/or completion of a journalism course while in high school performed both in high school and in college as compared to college students who had no high school journalism course study or publication experience.

After all the evidence was collected, the Commission deliberated and determined the following recommendations:

- That academic-based journalism courses be promoted and supported as an essential component of a complete high school curriculum
- That challenging academic-based journalism courses carry credit toward graduation equivalent to that given any other language arts writing course
- That colleges accept credit granted in academic-based high school journalism courses at the same level as would be given other advanced writing courses
- That minimum standards be established for certifying academically qualified journalism teachers
- That minimum standards be established for the curriculum of academic-based journalism courses.

For the first time, a comprehensive research project was undertaken by JEA in cooperation with the American College Testing Program to determine factual data concerning the heretofore assumed values of journalism at the secondary education level. To assure validity, ACT compared students having high school journalism/publication experience with those having no such experience.

It is essential that students have an opportunity to select courses that improve their communication skills, that offer them skills enhancing career development and advancement and that provide them the necessary competencies to communicate effectively. The ACT research supports journalism as one of the most effective courses for developing language arts competency.

I learned how to write fast and accurately in a concise manner.

Electrial engineering major

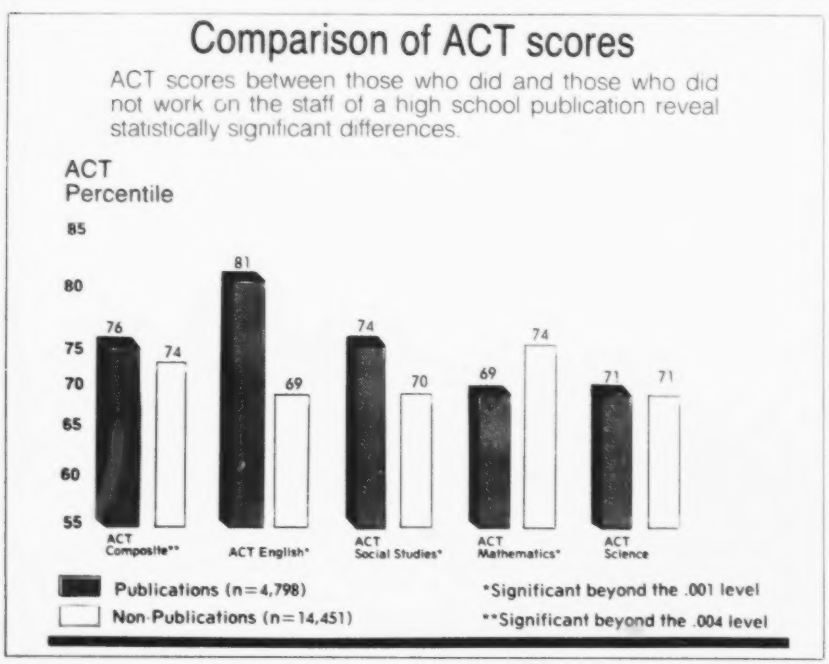
The study is of special importance because it was conducted as objectively as possible under the auspices of a highly respected educational testing service. Respondents had no knowledge that the study was associated with any journalism organization.

ACT accepted the project and prepared a study divided into three parts:

PART ONE: Comparisons of college grades, ACT scores and high school grades between those with and those without high school newspaper or yearbook experience.

PART TWO: Comparisons of collegiate writing samples between those students with and those students without high school newspaper or yearbook experience.

PART THREE: A survey to detect influences of a journalism credit course per se in relationship to all other language arts courses students took for credit, with newspaper and yearbook experience removed from consideration.



PART ONE: Comparisons of college grades, ACT scores and high school grades between those with and those without high school newspaper or yearbook experience.

ACT examined records of 19,249 currently enrolled students from 10 colleges and universities who had completed at least one year of college and who had taken ACT Assessments during the 1982-83 testing period.

In the study, 4,798 of the students had served on their high school newspaper or yearbook staffs. ACT discovered that these students scored higher than their non-publications counterparts in a number of areas. Those students with publication experience:

- scored higher in cumulative freshman college grade average.
- scored higher in their first collegiate English course.
- had higher ACT Composite scores.
- had higher ACT English scores.
- had higher social studies scores.
- had higher mean scores of final four high school courses taken prior to the ACT Assessment in English, social studies, mathematics and natural science.

Other findings in the first part of the ACT research included the following observations:

- Publications students took more English in high school than did the non-publication students.
- A higher percentage of publications students also took advanced placement, accelerated or honors English courses.
- More than two-thirds of the publications students in-

dicated they planned to participate in publications in college.

When analyzing newspaper or yearbook staff experiences as compared with other types of high school writing, publication experience surfaces as an excellent overall predictor of freshman college overall grade point average.

Also, the results of the first part of the ACT research indicate that school newspaper or yearbook experiences are as important as creative writing, literary magazine participation and other similar activities.

PART TWO: Comparisons of collegiate writing samples between those students with and those students without high school newspaper or yearbook experience.

ACT selected 1,204 students who had taken the ACT Assessment tests in 1983-84 and who had taken the ACT COMP Prospectus Writing test segment as college freshmen in 1984-85. The ACT COMP Writing segment evaluates samples of student writing in terms of *audience*, *organization* and *language*.

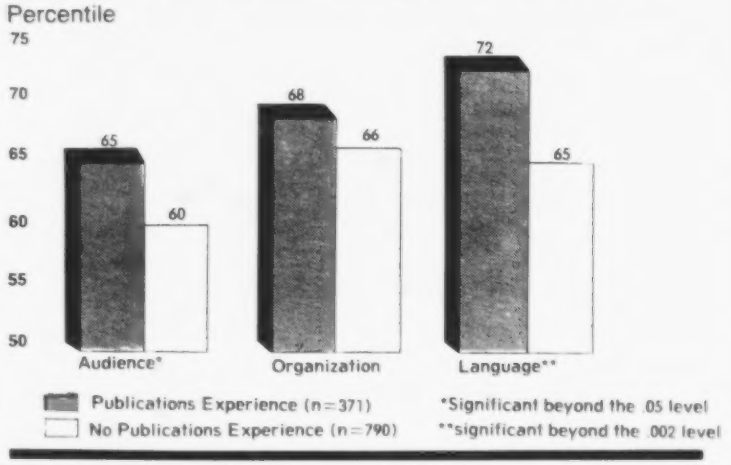
The COMP Writing tests are considered valuable because they indicate one of the first post-high school records of writing. The tests are taken by students who have successfully completed high school and have entered college.

The ACT study revealed three important facts:

- Publication-experienced students achieved significantly higher ACT COMP Total Writing scores.
- Publication-experienced students achieved higher ACT COMP Writing scores in all three areas: audience, language and organization.

Comparison of ACT scores

COMP Writing Audience, Organization and Language score comparisons between students with high school publications experience and those without publications experience reveal statistically significant differences.



- Publication-experienced students were four times more likely to choose communications as a college major or career choice.

The ACT study also grouped the 1,204 students into four ability levels according to ACT Composite scores. The result was that publication-experienced students scored higher COMP Total Writing scores in all four ability groupings.

Finally, ACT again divided the 1,204 students into ability levels according to their ACT English Assessment scores. There were three significant findings:

- Publication-experienced students earned higher ACT COMP Total Writing scores in three of the four ability groupings.
- Publication-experienced students achieved higher Language Writing scores in all four ability groupings.
- Publication-experienced students had higher Writing Audience and Organization scores in three of the four groupings.

Illustration by Ches Wajda '87,
Lyons Township High School

PART THREE: A survey to detect influences of a journalism credit course per se in relationship to all other language arts courses students took for credit, with newspaper and yearbook experience removed from consideration.

The first two ACT studies focused on comparisons of college students who had or had not served on a high school newspaper or yearbook staff. This identification did not include students who had completed a journalism course. Many of the problems for journalism today focus on journalism courses as opposed to newspaper and yearbook production laboratory situations.

The JEA Commission purposely sought a survey to evaluate the "language arts experiences" in journalism courses in comparison to other language arts courses.

With the cooperation of ACT language arts specialists, the Commission devised a list of 29 items based upon generally accepted language arts competencies, with special emphasis on writing and thinking. Students in the study ranked the courses 1, 2 and 3 in terms of value for each of the competencies. The survey was also designed and distributed by ACT in such a manner that the respondents did not detect that journalism was being studied.

ACT selected only students who had served on a newspaper or yearbook staff in high school. Of the 558 students surveyed, 143 were students who had taken a credit course in journalism; 415 students had not taken a journalism credit course.

In the list of competencies, the students who had completed a journalism course in high school ranked their journalism course first over standard English courses in at least 15 competencies and were tied for first in another.

Among the competencies are the following:

- Ability to organize a piece of writing for a specific purpose and audience.
- Ability to vary writing style for different readers and purposes.
- Ability to write non-fiction concisely, with clarity, accuracy and objectivity.
- Ability to improve writing through self-editing—correcting errors and rewriting sentences and paragraphs.
- Ability to edit, for a specific

audience, the writings of others.

- Ability to identify and comprehend the main and subordinate ideas in lectures and discussions and to report accurately what others have said.
- Ability to write persuasively about school and non-school issues.
- Ability to draw reasonable conclusions from information found in various sources, whether written, spoken, or displayed in tables and graphs.
- Ability to deal with conflicts while working with other people on a project.

We believe the rankings by students in praise of their journalism courses is most significant in terms of the widespread concerns about student writing today. The studies and the testimonies of students having had journalism in high school emphasize the value and the importance of journalism as a route to good writing.

The ACT study also indicated other results regarding students who had studied at least one journalism credit course in high school.

1 Students selected journalism courses as having fulfilled the general language arts competencies better than either standard English courses or other elective courses.
2 They rated journalism credit courses higher than did the non-journalism students in their ratings of standard English courses or other elective courses.
3 They said journalism courses in comparison with standard English or other elective courses better fulfilled the following competencies: writing, editing, gathering information/use of sources and affective domain.
4 They were 10 times more likely to select communications as their college major than students who had neither high school publications experience nor a course in high school journalism.

The results emphasize the need to grant credit for the study of academic-based journalism courses. Journalism teachers, language arts curriculum developers and journalism college personnel must insist that schools offer adequate academic-based programs. With the increased number of required courses for high school graduation, it is essential that journalism programs stress the competencies and the values listed by students who have completed academic-based journalism programs.

Ironically, as educators seek improved ways to develop communication skills, decision makers are undermining journalism courses that have demonstrated success in facilitating language arts competency.

The Journalism Education Association Commission believes that high school journalism courses ought to be a major concern of college and university journalism departments, for from high school programs come the next generation of communication majors.

Similarly, the Commission believes that the professional media will benefit from nurturing high school programs, perhaps in conjunction with support for local college and university journalism education programs. Their efforts will eventually lead to a

Journalism gave me the ability to evaluate my own work truthfully. When I did a good job, it felt good to know. When a bad job was done, I felt a true desire for improvement.

Pre-law, political science major

greater number of talented college communication graduates who will be able to fulfill professional expectations.

Secondary school language arts curriculum designers and administrators should also be aware of the ACT-generated data and survey results. Students who have taken a credit course in journalism consistently rated it higher than standard English courses or other elective courses as fulfilling those competencies in language arts being espoused by national and state commissions on excellence in education.

Journalism decidedly belongs within the language arts curriculum of secondary schools.

The ACT research conveys an important message for the media and for a nation that depends on its media personnel to communicate clearly and effectively. In addition, though, the JEA Commission highly values an informal opinion survey conducted by the Education for Journalism Committee of the American Society of Newspaper Editors.

High school journalism experiences often propel professional journalists toward their careers.

In a questionnaire answered by professional journalists at every level, nearly 70 percent explained that they had been influenced in a career choice by some kind of a high school journalism experience. The response, which reflected a broad national sampling and referred to experiences in both small and large high schools, included the following comments:

"My experience on the *High Times* at Springfield (Missouri) Senior High School in my junior and senior years strongly pushed me along the road to a career in journalism. Not only was I captivated by every aspect of high school journalism, but also I found I had reasonable skills in the field. That 'test under fire' gave me confidence that I not only would enjoy a journalism career but also I might succeed" (David Lipman, *Post Dispatch*, St. Louis).

"High school was the determining factor. I got started at United Township High School in East Moline, Illinois, on the school paper. That led me to get a stringer job with the *Davenport (Iowa) Times*, covering high school sports" (Dick Martin, *Kenosha News*, Kenosha, WI).

"High school journalism not only helped me in my journalism career but also helped me in life by bolstering my self-confidence. Because I had considerable experience as a high school journalist, I was able to edit the newspaper at my junior college and university" (Michael R. Fancher, *Seattle Times*, Seattle).

"Being an editor of my high school paper and participating in a high school journalism class helped to influence my decision to study journalism and to pursue a newspaper career. Reading newspapers throughout my childhood was probably the greatest influence, but the high school journalism class and work on the paper cemented that decision by the time I was a junior in high school." (Carrol Dadisman, publisher, *Tallahassee Democrat*, Tallahassee, FL).

"It was the combination of work on the school paper, the journalism instruction offered by a school newspaper adviser and the sessions at the Southern Interscholastic Press Association conventions that helped me

decide to enter news work as a career" (Tom Engleman, The Dow Jones Newspaper Fund, Inc.; Princeton, NJ).

"My love of sports opened the door to journalism for me. I was sports editor of my high school newspaper, *The Interpreter*, at John Marshall High School, Cleveland, Ohio, in 1951. My adviser encouraged my interest and helped me get a part-time neighborhood reporting assignment for a weekly newspaper" (Robert H. Giles, *Detroit News*, Detroit).

"In my senior year, I joined the publications staff out of curiosity. I received much encouragement from a nun. She was both my senior-year English teacher and the adviser to the publications staff, which produced a monthly newspaper and the yearbook" (Kent Cockson, executive editor, *The News Journal*, Pensacola, FL).

"The journalism program at Ramapo Regional High School in Franklin Lakes, New Jersey, taught me the basics of newspaper writing. I learned how to develop story ideas, write leads, edit copy and lay out the school newspaper. Most important, it taught me that reporting and writing can be fun" (Robert L. Rose, *The Wall Street Journal*, New York City).

Throughout the two-year study, the Commission also received testimony from journalism teachers throughout the nation. The teachers pointed out concerns and problems regarding their courses and programs. Teachers also endorsed the values of academic-based journalism programs.

Their testimony included the following observations:

"In a solid journalism program, students learn so much valuable information and have so many valuable learning experiences that will serve them outside of the journalistic area. They are good life teachings, so to speak, that can help in college, can help even if students don't go to college." (Jack Harkrider, Austin, TX).

"The one real advantage that journalism has over any other English program in high school is that the student is not only responsible to write something, but he is also responsible for what he has written. If he makes a mistake, somebody is going to say to him, 'Buddy' you made a mistake' " (Beryl Taylor, Pocatello, ID).

"As basically a college preparatory English teacher for many years, I know that I can teach more writing in journalism. For example, in news writing, I can teach as much research as a college prep program. In teaching feature writing, I can teach as much or more creative writing without any sacrifice of accuracy or truth than I can in my other English classes" (Pody Keiser, Penn High School, South Bend, IN).

"I think the very nature of the student newspaper within the school is really the central issue to the whole thing the Commission is doing. The newspaper as a communication vehicle demonstrates the validity of the newspaper to the school.

"A good newspaper would help the whole school. The school officials want good communication within the school and a good newspaper can give them that. So you have educational benefits for the whole school and benefits for

My adviser provided me with the necessary skills to accomplish a task, but she also inspired the self-confidence I need in my adult life.
Education consultant

the people putting out the paper" (Jeff Currie, Oak Park, IL).

Another important part of the Commission study was to identify and to characterize outstanding high school journalism programs, mainly ones that have been recognized by other journalism teachers and press associations as "outstanding" or "exemplary."

Twenty diverse schools were invited to participate in a written survey that asked graduates to evaluate their journalism experiences. The schools ranged from rural North Carolina to metropolitan Los Angeles, from an enrollment of 460 to 3,400. The ethnic population ranged from a predominantly black high school to a predominantly white school.

The report noted that all schools surveyed believed in a commitment to excellence in journalism and that they have consistently received state and national publication awards. Advisers were asked to list the components that made their programs outstanding. Former students of these programs were asked to identify the impact that an outstanding journalism program can have on both journalism and non-journalism majors.

The results from nearly 200 respondents indicate the following:

- Almost every student indicated the success of a journalism program was attributed to the adviser responsible for the program.
- Most advisers lauded by their former students had majored or minored in journalism in college.
- Eighteen of the high schools granted students credit for classes that produce the publication.
- Nineteen of the schools sent editors to state and national conferences.
- Every school responding offered an introductory course in journalism as a prerequisite for work on publications.
- Adviser stipends beyond the base salary ranged from nothing to more than $1,000 per publication. Most school districts gave advisers a reduced class load or exempted them from other duties.
- All school districts allowed journalism teachers to attend state and national conventions, and most supplied financial support.
- Advisers pinpointed respect and support from the community, local media and administrators as well as from other teachers and students as essentials for an outstanding journalism department.

The Commission believes the implications are obvious. Outstanding journalism programs have significant value for those who participate in them. An outstanding adviser deserves to be supported by extra compensation and/or released time. Outstanding programs must be considered an integral and respected part of the curriculum, not an adjunct to it.

The study demonstrated that without a doubt, the key to success is the adviser. He or she sets the tone of the program, be it a class or an extracurricular activity. He or she provides the continuity year after year with

I get a tremendous amount of satisfaction from knowing that I was instrumental in compiling, editing and publishing a work which had so much meaning for so many.

English major

the student staff, the administration and faculty colleagues, the professional press and the scholastic press organizations.

The Commission also recognizes two journalism programs that were cited for excellence by the National Council of Teachers of English.

Advanced Journalism at **Fremont High School**, Oakland, CA, emphasizes "writing for an audience" as a means to motivate students in language arts, particularly writing. The vehicle used is the school newspaper, the *Green and Gold*.

Fremont's program is based upon the assumption that students, working under adult supervision and advice, should have complete editorial control of their own product. The rationale is as follows:

1 Student writers become more conscientious when their work is open to public view and criticism.
2 Students learn to be more responsible if they must make the important decisions regarding which stories to run, which to omit and what their editorial stance should be.
3 Students involved in the entire writing process—brainstorming, researching, writing a rough draft, editing, rewriting and proofreading—develop a greater sense of the entirety of formally composed writing and learn how to correct themselves.
4 Students who run their own newspaper learn to take advice and criticism from peers in a positive situation.
5 Finally, students learn to accept adult roles in a worthwhile project and to follow legal restraints as responsible journalists.

The program is organized in the following manner: a training class for sophomores and juniors; an advanced class that is in charge of newspaper production; student photographers and typesetters who meet at various times during the day as their schedule allows; a second class period for supervising editors for planning, copyreading and editing during the day as their schedules allow.

An interdisciplinary approach is the focus of the language arts/journalism program at **Kansas City, (MO), Center Senior High School.** The program emphasizes the teaching of both visual and verbal communication skills, including writing, design and photography, typography, computer typesetting, paste-up and printing.

Current technology is in place, including an "on-line" system that allows access to terminals and other facilities within the graphic arts area. All terminals are part of a digitized typesetsetting system that allows student reporters to enter their own stories directly onto floppy disks, which later are edited by student editors using preview and software options that allow total pagination of the newspaper with little or no "cut and paste."

As a result of the program, students have a clear understanding of the whole production process. Picas, points, fonts, quadding and mark-up are no longer distant words used only by an outside printer. In fact, the entire process is witnessed firsthand because of the cross-discipline and relationship both in facilities and teaching.

Reporters and editors completely write, typeset, design,

Of the many rewards, the greatest was the educational challenge high school journalism offered that other curricula did not. It was one of the most important elements in my education, in my personal development and in my contribution to my school and my community.
Advertising account director

paste-up and print a six-to-ten page news magazine every two weeks. The issues are paid for through advertising sold and collected by students. The layout and design of a majority of the ads are also executed by students.

The cross-discipline relationship to the computer system affords students access to com puters to maintain distribution as well as to keep records of advertising and billing. When a newspaper or yearbook is completed, however, staff members know there is no greater success than that earned from peers and adults.

The two programs demonstrate that if a trained adviser is committed to the newspaper and the staff and believes that the effort to publish is worth the extra effort inevitably required, then the students will immerse themselves in the work. If the adviser teaches, students will learn. If the adviser demands extensive reporting and superior writing, students will produce quality.

I truly believe my high school journalism experience assisted me greatly in law school and in my professional practice.

Attorney

Yearbook programs

The Commission surveyed 21 high school yearbook advisers in schools ranging from 140 to 3,000 students from various regions of the country. All of the schools publish superior yearbooks as rated in press association competition and as evaluated by other advisers and yearbook representatives.

The survey demonstrated that yearbook efforts help students in many ways:

1 Students develop both journalistic and creative writing skills.
2 Students develop a sense of responsibility to a reading audience.
3 Students master photographic and darkroom techniques.
4 Students gain instruction and experience in graphic design.
5 Students gain computer literacy through computer use for copy preparation, typesetting and graphics.
6 Students gain business experiences in conducting subscription and advertising sales programs to finance a publication.
7 Students gain valuable experiences in accepting responsibility to establish and meet goals.
8 Students learn to formulate logical judgments for their journalistic decisions.
9 Students learn to understand group dynamics and the art of compromise.
10 Students develop managerial skills as they assume leadership roles and work with peers.

The survey delineated characteristics of "outstanding yearbook programs."

1 Outstanding yearbook programs usually include course prerequisites or a staff selection process that attracts students from the academically oriented to the special-talented.
2 Outstanding yearbook programs usually have at least one full-credit class. It is common for a basic journalism, newswriting or mass media course to be the pre requisite for the yearbook course.
3 Outstanding yearbook programs enjoy the support of the school administration and faculty.
4 Outstanding yearbook programs are headed by teacher-advisers who are effective teachers—knowledgeable, well-organized, energetic, enthusiastic and dedicated.

The JEA Commission recognizes the reality of "journalism at risk" in high schools across the nation. We listened to many examples of inadequate support from school boards, administrators, counselors and fellow teachers. We heard pleas from journalism teachers for a more active role by both scholastic and professional press associations at the state, regional and national levels. And we listened to suggestions that the professional media give much more direct help in developing and maintaining high school journalism programs.

The JEA Commission also recognizes that all journalism forces must now unite for affirmative action if high school journalism with its inherent benefits is to flourish.

We strongly believe that journalism can be a powerful educational force in high schools. We know, however, that success depends on more than the adviser and the student journalists. We appeal for cooperation to help assure excellence in journalism education.

Every community is served by a professional medium, be it a newspaper, a radio station or a television station. A serious effort must be made by both journalism teachers and local media managers to cooperate so that the most talented students within the community have the opportunity to explore communications.

1 Local media should assume a more active role on the local level by providing support in the form of scholarships, internships, awards and equipment.
2 Local media should assist in underwriting costs of attending workshops and seminars.
3 Local media should provide professionals as resource personnel and should serve as watchdogs for student press freedoms.
4 Local media should help the community understand the role of scholastic journalism.
5 Local media should publicize the accomplishments of student publications and should monitor administrative support of publications. (See appropriate section in "Model Guidelines," p. 23).

Press associations, whether state, regional or national, need to study and to re-evaluate their services to high school journalism programs to ensure an emphasis upon initiating or upgrading academic-based journalism courses and publications in schools of all sizes.

1 Professional press associations should work with scholastic press associations to develop criteria for excellent programs and should work with school systems to upgrade journalism programs.
2 Professional press associations should develop materials for local newspapers to use in educating boards of education, school administrators and other parties concerning the value of journalism education.
3 Professional media associations should support scholastic journalism by providing resources, financial grants, recognition of excellence and professional expertise.

Professional media must increase their support for academically challenging secondary journalism programs.

Journalism really built up my self-confidence, plus it probably remains the most fun I have ever had.

Philosophy major

[redacted]

National scholastic press associations, both for students and for teachers, must assess their in-service offerings to member schools to provide more direction and guidance in the development of academic-based journalism courses and publications in addition to their traditional emphasis on ratings, awards, contests and conventions.

1 National scholastic press associations should assume a more visible and aggressive posture in the promotion and defense of scholastic journalism.
2 National scholastic press associations should work with state scholastic press associations to coordinate programs among their constituents.
3 National scholastic press associations should advocate minimum certification standards for journalism educators.
4 JEA should establish model curriculum and course outlines and model guidelines for advisers. JEA should circulate the outlines to state curriculum directors, college journalism deans or chairs and state scholastic press associations.
5 JEA should initiate the development of a performance-oriented Advanced Placement journalism examination that is similar to tests administered in other academic areas.
6 AEJMC should work with college journalism departments to develop programs for teacher/adviser preparations.

[redacted]

The state high school press associations, usually connected to colleges of journalism, need to support high school journalism, especially through teacher accreditation and curriculum development.

1 State scholastic press associations should cultivate relations with professional media and other parties that could aid scholastic journalism.
2 State scholastic press associations should promote and support strong journalism programs. They should also provide recognition for outstanding publications and raise the overall mechanical, ethical and journalistic standards of student publications.
3 State scholastic press associations should open dialogue with state education agencies and maintain an open communication with state education association officials to effect possible changes in curriculum and graduation requirements.

[redacted]

Colleges and universities offering teacher training programs must accept the responsibility to develop programs that will encourage academic-based journalism programs in all high schools. Journalism departments or schools need to take the initiative within colleges and universities.

1 Colleges and universities should examine course offerings and make adjustments to meet teacher and secondary needs.
2 Colleges and universities should re-examine admission standards to define components of secondary journalism courses that would be accepted for academic credit.
3 Colleges and universities should offer master's degree programs and continuing ed-

ucation programs that focus on journalism teacher/adviser preparation as a career option.

4 Colleges and universities should offer in-school and/or off-campus assistance for scholastic journalism programs.

5 Colleges and universities should lobby for the development of a performance-oriented Advanced Placement journalism examination.

6 Colleges and universities that sponsor state scholastic press associations should hire adequately prepared personnel to serve as directors of state scholastic press associations and provide adequate time and financial support for the program.

School boards

Community school districts, through the policy-making decisions of school boards, must provide students the opportunities to experience the democratic traditions of freedom of expression and freedom of the press by directing their administrators to develop academic-based journalism courses.

1 School boards should establish and effect policies to assure excellence in journalism education programs.

2 School boards should seek qualified journalism teachers and advisers.

3 School boards should defend teachers and administrators from unwarranted outside pressures.

4 School boards should establish procedures to assure the First Amendment press rights for student publications are upheld.

5 School boards should provide release time and/or monetary compensation to publication advisers.

6 School boards should provide financial support for equipment, textbooks, supplemental material and other supplies.

7 School boards should support continuing education to upgrade journalism teacher proficiency and adviser skills.

School administrators

Superintendents and principals of individual school districts must cooperate with curriculum developers to ensure that journalism be an academic-based credit course and that publications be free from censorship and other problems that impede production.

1 School administrators should recognize components of excellent journalism programs.

2 Administrators should provide support for their journalism programs with facilities, equipment, financial support and a trained teacher.

3 Administrators should structure teaching assignments that allow teachers to fulfill the demands of advising.

4 Administrators should support First Amendment freedoms of scholastic journalists.

5 Administrators should provide stipends to journalism teachers comparable to those paid other activity sponsors.

Guidance counselors

Journalism teachers need to work closely with guidance counselors so that counselors understand the values of journalism courses and the role of publications in improving student communication skills and in promoting career exploration.

School boards, administrators, counselors and advisers need to strengthen journalism education through cooperation.

1 Guidance counselors should know components of excellent journalism programs and guide into the program students who would profit from exposure to the inherent academic and practical skills.
2 Guidance counselors should recognize the academic nature of journalism and its broad career implications.
3 Guidance counselors should encourage talented and interested students to enroll in journalism and publications courses by helping them include the courses in their high school master plans.

Advisers must accept the professional responsibility to improve their own educational preparation and to serve as teachers and advisers of academic-based journalism programs.

1 Advisers should make local media aware of the attributes and special problems of secondary journalism education and seek support from them.
2 Advisers should participate in scholastic press and journalism adviser associations.
3 Advisers should communicate with administrators the goals and aspirations as well as the concerns and the problems of their journalism program.
4 Advisers should communicate with parents and parent organizations the successes and needs of the journalism program.
5 Advisers should seek continuing education to be informed about changes in the profession.
6 Advisers should seek the support of colleges and universities to meet the needs of scholastic journalism programs.

The cherished democratic ideal of a free society and a free press must be taught to every generation of young citizens.

Conclusion

The concerted efforts of these groups are essential for the renewal of journalism and publications as a vital educational force within the high schools.

We believe this report provides significant evidence that journalism and publications are integral parts of the language arts program.

Much is at stake. The cherished democratic ideal of a free society and a free press must be taught to every generation of young citizens. It is an American tradition that all citizens experience enjoyment of their basic right to freedom of expression.

There is no other educational tool that can better teach this concept to our youth. There is no other educational tool that can offer students the excitement and the challenge of producing their own publications.

In addition to this basic democratic freedom, we recognize that students must improve their communication skills. We agree that the language arts department holds the major responsibility for teaching those skills, and we know that journalism is an ideal course for teaching those skills.

To be a forceful means of teaching both democratic concepts and communications skills, we believe all the interested parties must unite in a concerted drive to ensure that the values and competencies of journalism and publications be securely founded and practiced in every high school in this democratic nation. ■

Model guidelines

Job description for publication advisers

The Journalism Education Association urges advisers and school systems to consider these guidelines as a working document. They should be adapted to fit individual needs of each school's journalism program while upholding the principles expressed.

Student publications are a valid and integral part of the educational system. They are recognized by that system as providing students with a hands-on learning laboratory that gives them the chance to put into practice the most noble ideals of English, social studies and other core areas of learning.

As such, the school recognizes and accepts the obligation to conduct all journalism learning experiences in as complete and as professional a manner as possible, and, whenever possible, will hire a state certified and qualified journalism teacher/adviser as part of its commitment to excellence.

Journalism gave me the ability to critically analyze issues—both local and national—and in doing so, I have learned to accept ideas and opinions contrary to my own.

Educational services representative

Responsibility of the adviser:

1 Produce a journalistically professional learning atmosphere and experience for the students, allow them to make decisions concerning content of the publication, and ensure the publications will remain an open forum.

2 Work with students to increase their competence in the following areas:

a. determining news values
b. selecting news stories and in-depth stories
c. selecting feature stories
d. selecting sports stories
e. selecting opinion articles
f. developing and applying legal and ethical knowledge
g. learning aspects of the interviewing process
h. learning aspects of journalism research skills
i. learning aspects of journalism note-taking skills
j. learning aspects of source identification and use
k. learning aspects of proper attribution in stories
l. writing news stories
m. writing feature stories
n. writing sports stories
o. writing in-depth stories
p. writing editorials
q. writing columns and commentary
r. writing reviews
s. learning journalism editing procedures as part of the writing process
t. developing art ideas and producing art work
u. developing design ideas
v. designing and laying out pages
w. learning the photographic process
x. identifying new trends in content and design
y. learning advertising procedures
z. learning to use the computer in publications work

3 Provide the students with an educated, professional role model as adviser and serve as a motivator and catalyst for ideas and professionalism.

4 Evaluate student participation by using journalism standards.

5 Act as an educational resource for legal freedoms and restrictions for students and encourage discussion of ethics and content.

6 Provide the opportunity for students to produce a publication consistent with the First Amendment and court decisions, without faculty or administrative

censorship, within the standards of professional journalism and the Society of Professional Journalists/Sigma Delta Chi's Code of Ethics.

7 Act as a helpful adviser, but not as a censor, to students in all steps of publishing. In terms of unprotected speech, the adviser's role will be to act as a consultant and as an educator.

8 Develop, with the staff, an editorial policy consistent with legal precedent, court decisions and professional journalistic freedoms which will also be agreed upon and signed by the principal.

9 Help the staff establish policies that include
- a. roles of all staff positions
- b. role of the editorial board
- c. standards of professional journalism and procedures for the staff
- d. style and design guidelines
- e. a code of ethics for the publication and staff
- f. advertising procedures
- g. staff application and selection policies
- h. staff member removal policy
- i. appeals procedure
- j. credit procedure
- k. photography rules and guidelines
- l. computer training
- m. equipment use rules
- n. office guidelines
- o. decision making and consultation.

In journalism, I learned to be responsible for myself, as well as for my staff. I also learned that if one is going to do a job, it is done right—given 100 percent effort—or not done at all. Professionalism all the way!

Accounting and Spanish major

10 Work with students
- a. in regular planning sessions with the staff
- b. in regular training sessions in all aspects of journalism
- c. in meeting schedules and deadlines
- d. in counseling staffers in the coverage of school life
- e. in the process of gathering information.

11 Order supplies and equipment; supervise the distribution, collection, maintenance and inventory control of such equipment in accordance with publication needs and school policy.

12 Supervise the financial status of the publication, and encourage fiscal responsibility.

Further, the adviser is encouraged to support the following actions:

1 Work with students to determine publication size and frequency, based on content considerations, and a workable publication and distribution policy.

2 Work with faculty and administration to help them understand the freedoms accorded students and the goals of the publication.

3 Belong to professional and educational organizations, and participate, with the students, in activities of these organizations, including local, state, regional and national conventions/seminars.

4 Be aware of the trends in journalism and share them with students.

5 Urge students to attend summer journalism workshops and conventions so they may improve their skills. If necessary, the adviser will make every effort, with the school system's assistance, to pay part of the cost of the workshops through special money-raising activities or special advertising campaigns.

6 Be a source of information for prospective staff, and work with English

Illustration by Ches Wajda '87, Lyons Township High School

teachers and others in an effort to recruit new staff members, including minorities.

7 Submit the publications and contributions of students to rating services and contests so the student staff receives feedback.

8 Provide the staff with information about journalism scholarships and other financial aid as well as about journalism as a career.

9 Establish an exchange with other schools in the region, state and nation to share ideas and to be aware of trends. The program may include participation in national student wire services.

Before the adviser can be expected to advise and teach competently, the school board and administration should fulfill the following obligations:

1 Provide a qualified and/or certified adviser who can competently advise students.

2 Provide extra planning time for the adviser within the school day in consideration the schedule and outside-of-school time demanded.

3 Provide adequate financial support for the publication so it may continue to publish and to perform as a valuable educational learning experience for students and community readers as well as for staff members.

4 Provide adequate support in the form of equipment and supplies so the publication can be technologically up-to-date.

5 Provide time for the adviser to attend and participate in seminars, workshops and conventions and to accompany students to such meetings so they may improve their skills.

6 Agree through an editorial policy that the content of the publication is the responsibility of the students who have rights guaranteed by the First Amendment.

7 Ensure the publication remain an open forum for student expression at all times.

8 Establish a priority for publishing and printing that is consistent with the First Amendment and educational concept of the publication.

After the chaos and responsibility of that year as feature editor, I can handle anything.

History major

Guidelines were originated by John Bowen and approved by JEA Board of Directors.

Recommended teacher standards

The following standards were submitted in September, 1986 by Journalism Education Association to the National Association of State Directors of Teacher Education and Certification (NASDTEC). JEA requested the Committee's consideration of the standards. The NASDTEC manual is revised cyclically with one-fifth of the standards updated every year. The manual is used by at least half of the state certification directors. Journalism has not been included because required certification at the time of the manual's inception about 20 years ago was not an issue.

The following standards pertain to programs preparing teachers of journalism and school publications.

Standard I The program shall require study of composition, including the following:

A Types of journalistic writing: newswriting, feature stories, sports stories, in-depth stories, editorials,column writing and reviews

B Types of leads for news, features, sports and editorials

C Other special writing, such as headlines and cutlines

D Research writing, including use of library research materials and interviewing techniques with the proper usage of quotes

E Study of grammar, punctuation and style, combined with basic copy-editing, techniques, including the proper usage of rhetorical elements, such as unity, coherence and emphasis, the proper usage of editorial elements, spelling, agreement, tense and voice.

Standard II The program shall require study of language, including the following:

A Books discussing semantic and other aspects of language

B Processes to show how proper usage of words can influence, inform and entertain readers

C Language for specific audiences, management and control, such as political rhetoric and advertising.

Standard III The program shall require the study of literature, including the following:

A Approaches to literary analysis and criticism

B Representative works of biographies and autobiographies of current and past journalists, fiction and non-fiction books on media

C Literary works of famous journalists which discuss contemporary issues and theories

D Literary works with examples of good reporting.

Standard IV The program shall require study of history of journalism, including the following:

A History of American journalism and mass communication

B Famous newspapers, including *The New York Tribune, The New York Herald, The New York World* and *The New York Sun*

C Famous journalists, such as Pulitzer, Hearst, Greeley and Zenger

D The changing nature of media as a result of technological and social development.

Standard V The program shall require a study of laws and ethics related to journalism, including the following:

A Rights and responsibilities of reporters, advisers and administrators

B Ethical decisions

C Legal terms, such as libel, slander, invasion of privacy and obscenity

D Publications and editorial policies

E Court cases that pertain to the high school press.

Standard VI The program shall require a study of other basic areas of journalism, including the following:

A Photography, which includes how to take, develop and print a picture as well as how to distinguish composition of a good picture

B Design techniques for layout and graphic arts in preparing publications

C Advertising techniques to include the art of selling and designing advertisements for different audiences

D Publications management, including finances and circulation

E Publishing, word processing and computer programs for school publications.

Journalism taught me a lot about myself as a person. I learned to relate to people whether in a leadership role or as a worker.

Chemistry major

Standards were developed for JEA submission by Ron Clemons and Homer L. Hall

Professional associations

Professional organizations that have shown support, sponsored meetings or made reports on secondary school journalism during the study:

American Newspaper Publishers Association (ANPA)
The Newspaper Center
Box 17407, Dulles Airport
Washington, DC 20041
(703) 648-1000

American Society of Newspaper Editors (ASNE)
Box 17004
Washington, DC 20041
(703) 620-6087

Association for Education in Journalism and Mass Communication, (AEJMC) Secondary Education Division,
Association of Schools of Journalism and Mass Communication, and AEJMC Affiliates
1621 College Street
University of South Carolina
Columbia, SC 29208-0251
(803) 777-2005

Associated Press Managing Editors (APMEO)
Education Committee
Associated Press
50 Rockefeller Plaza
New York, NY 10020

College Media Advisers
Journalism Department
Memphis State University
Memphis, TN 38152
(901) 454-2403

Southern Newspaper Publishers Association
P.O. Box 28875
Atlanta, GA 30328
(404) 256-0444

Society of Professional Journalists, Sigma Delta Chi
Executive Offices
53 W. Jackson Blvd. Suite 731
Chicago, IL 60604
(312) 922-7424

National Scholastic Press Association
620 Rarig Center, 330 21st Ave. So.
University of Minnesota
Minneapolis, MN 55455
(612) 373-3180

National Federation of Press Women, Inc.
P. O. Box 99
Blue Springs, MO 64015

Professional School Photographers of America
3000 Picture Place
Jackson, MI 49201

Yearbook Publishers Association
3000 Picture Place
Jackson, MI 490201

FINANCIAL SUPPORT FROM:
American Newspaper Publishers Foundation
The Newspaper Center, Box 17404
Dulles Airport
Washington, DC 20041
(703) 648-1000

Dow Jones Newspaper Fund, Inc.
P.O. Box 300
Princeton, NJ 08540-0300
(609) 452-2820

Gannett Foundation
Lincoln Tower
Rochester, NY 14604

My high school journalism teacher left most of us with a respect for excellence, chiefly by teaching. There was a pay-off — seeing good work displayed. He taught that by example.
Daily columnist

Information about secondary journalism may also be obtained from the following national associations:

Columbia Scholastic Press Advisers Association
Box 11, Central Mail Room
Columbia University
New York, NY 10027-6969
(212) 280-3311

Journalism Education Association
P.O. Box 99
Blue Springs, MO 64015
(816) 229-1666

Quill and Scroll Society
School of Journalism and Mass Communication
The University of Iowa
Iowa City, IA 52242
(319) 353-4475

Student Press Law Center
800 18th St. N.W., Suite 300
Washington, DC 20006
(202) 466-5242